

# CSDE Focused Monitoring Data Wall Rubric

District : \_\_\_\_\_

	Basic	Proficient	Goal
<b>LEFT PANEL:</b> <b>Needs Assessment</b>  <b><u>TOTAL:</u></b>	<input type="checkbox"/> Left panel includes one visual representation of state or district data  <input type="checkbox"/> Narrative explains the needs identified in the assessment results.  <input type="checkbox"/> Narrative includes strength s and needs both within and outside the direct influence of teachers.	<input type="checkbox"/> Left panel includes multiple visual representations of aggregate (by district, school, grade level or department) state and/or district assessment results. <input type="checkbox"/> Graphs/charts illustrate trends across multiple years. <input type="checkbox"/> Narrative explains both strengths and needs identified in the assessment results.  <input type="checkbox"/> Narrative includes strengths and needs that are within the direct influence of teachers. <input type="checkbox"/> Needs are prioritized to reflect those areas that will have the largest impact if addressed.	<input type="checkbox"/> Left panel includes visual representations of triangulated or multiple measures of data. <input type="checkbox"/> Data is disaggregated by special education subgroup(s) by school and district. <input type="checkbox"/> Narrative identifies strengths and needs that can potentially influence school- or district-wide changes in curriculum, instruction, assessment and climate for students with disabilities. <input type="checkbox"/> Narrative includes systems/adult actions/beliefs that are possible root causes of student difficulties. <input type="checkbox"/> Needs are prioritized to reflect those areas that will have impact in multiple subject areas.
<b>CENTER PANEL:</b> <b>Strategies and Implementation Data</b>  <b><u>TOTAL:</u></b>	<input type="checkbox"/> Strategies are aligned with CMT/CAPT (or other assessments) rather than standards/GLEs, curriculum, or school climate goals. Strategies are activity-based rather than strategy-based.  <input type="checkbox"/> Many (more than 3) are involved. <input type="checkbox"/> Strategies impacted only one of the following: <ul style="list-style-type: none"> <li>❖ Teacher behaviors</li> <li>❖ Student behaviors</li> <li>❖ Student performance</li> </ul> <input type="checkbox"/> Implementation data indicates that the effectiveness of strategies was assessed at the end of the process.  <input type="checkbox"/> There is evidence of the information being shared with parents and community members using one or none of the following: <ul style="list-style-type: none"> <li>❖ Information is displayed in the school/district</li> <li>❖ Letter/newsletter to parents</li> <li>❖ Posted on the school/district website</li> <li>❖ Information is included on the agenda and shared at PTO/SEPTA meetings</li> </ul>	<input type="checkbox"/> Strategies align with standards/GLEs and curriculum or school climate goals. <input type="checkbox"/> Strategies are research-based and represent “best practices”. <input type="checkbox"/> Strategies are adult actions. <input type="checkbox"/> Strategies are measurable. <input type="checkbox"/> A limited number (2-3) of strategies are involved. <input type="checkbox"/> Strategies impacted 2-3 of the following: <ul style="list-style-type: none"> <li>❖ Teacher behaviors</li> <li>❖ Student behaviors</li> <li>❖ Student performance</li> </ul> <input type="checkbox"/> Implementation data shows that strategies were monitored in an on-going basis to decide whether or not to make midcourse corrections.  <input type="checkbox"/> There is evidence the information is being shared with parents and community members using 2-3 of the following: <ul style="list-style-type: none"> <li>❖ Information is displayed in the school/district</li> <li>❖ Letter/newsletter to parents</li> <li>❖ Posted on the school/district website</li> <li>❖ Information is included on the agenda and shared at PTO/SEPTA meetings</li> </ul>	<input type="checkbox"/> Strategies align with standards/GLEs and curriculum or school climate goals and school and/or district improvement plans. <input type="checkbox"/> Strategies will have impact across multiple content areas. <input type="checkbox"/> Strategies are differentiated for special education subgroups.  <input type="checkbox"/> There is evidence that the effectiveness of the strategies were monitored using interim assessments (probes or dipsticks). <input type="checkbox"/> There is evidence the information is being shared with parents and community members using all of the following: <ul style="list-style-type: none"> <li>❖ Information is displayed in the school/district</li> <li>❖ Letter/newsletter to parents</li> <li>❖ Posted on the school/district website</li> <li>❖ Information is included on the agenda and shared at PTO/SEPTA meetings</li> </ul>

All basic = 1  
 All Proficient = 3  
 All Goal = 5

Mostly proficient but not all = 2  
 Mostly goal but not all = 4

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	Basic	Proficient	Goal
<div><div>VISUAL APPEAL</div><div>TOTAL:</div></div>	<div><div><input type="checkbox"/> Information on display is neat and organized.</div><div><input type="checkbox"/> Common educational jargon is used.</div><div><input type="checkbox"/> The school/district name is prominently displayed.</div><div><input type="checkbox"/> Panels are labeled.</div><div><input type="checkbox"/> Fonts are easy to read.</div></div>	<div><div><input type="checkbox"/> Information on display is neat, organized, and well-edited.</div><div><input type="checkbox"/> Language is family and community friendly and educational jargon is avoided.</div><div><input type="checkbox"/> The school/district name is prominently displayed.</div><div><input type="checkbox"/> Labels are used for:<div><div>❖ Panels</div><div>❖ Chart/graph titles</div><div>❖ Graph axes</div><div>❖ Legends</div><div>❖ Data</div></div></div><div><input type="checkbox"/> Fonts are easy to read and font styles/ effects are used to highlight key information.</div></div>	<div><div><input type="checkbox"/> The format of the graphs and charts are a “best match” for the type of data illustrated.</div><div><input type="checkbox"/> Axis scales are set at 100 for graphs showing percentages of students.</div></div>
Total for all 3 areas:			

	Basic	Proficient	Goal
<div><div>OPTIONAL RIGHT PANEL: Inferences and Conclusions</div></div>	<div><div><input type="checkbox"/> Visual representations show post-instructional data.</div><div><input type="checkbox"/> Narrative includes inferences regarding effect (student performance) data.</div></div>	<div><div><input type="checkbox"/> Visual representations contrast pre- and post-instructional data.</div><div><input type="checkbox"/> Narrative includes inferences regarding both cause (adult actions/ strategies) and effect (student performance) data.</div><div><input type="checkbox"/> Narrative includes conclusions that explain whether the strategies will be replicated or not.</div></div>	<div><div><input type="checkbox"/> Visual representations show triangulated or multiple measures of post-instructional data.</div><div><input type="checkbox"/> Narrative includes inferences about systems/adult actions/beliefs that are possible root causes of student difficulties.</div><div><input type="checkbox"/> Narrative includes conclusions that will be used to make improvements to the Tier 1 (core) curriculum.</div><div><input type="checkbox"/> Narrative includes questions, limitations, or next steps to be further explored.</div></div>

All basic = 1

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Mostly proficient but not all = 2

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